

Stages and Louisiana Academic Standards

OVERVIEW

Stages includes two major software components: (a) informal assessment software and (b) curriculum software. Stages informal assessment software is instructional in nature, providing activities with constructive feedback and opportunities for the learner to explore and choose. Stages curriculum software is a collection of interactive daily instructional programs appropriate for learners at each Stage.

Stages software enhances the Louisiana's assessment process because:

- 1. Stages aligns with Louisiana State Standards for Curriculum Development.**
- 2. Stages generates records of achievement.**
- 3. Stages provides learners with the opportunity for increased independence.**
- 4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools.**

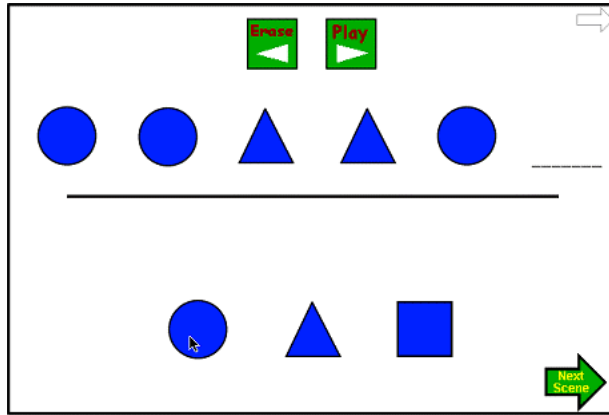
1. Stages aligns with Louisiana State Standards for Curriculum Development.

Stages ensures meaningful and effective access to general curriculum areas for learners who require accommodations. Stages content aligns with the curriculum content standards in Grade K-4 mathematics and English language arts. Please refer to the section entitled "How Stages Correlates with Louisiana State Standards for Curriculum Development" for detailed matching. Stages can help the learner's instructor and other IEP team members determine whether LEAP Alternate Assessment is appropriate.

2. Stages generates records of achievement.

During Stages software activities, the instructor can print directly from any screen to capture a learner-generated product as a benchmark. At the end of each activity, a report with instructional data about the time spent, choices made, response accuracy or work product, input method, prompt type, and time/date stamp are displayed with the learner's name. The instructor may wish to then print that screen or save the information as a text-format electronic file.

Observation guidelines and forms in the Stages kits help the instructional team make the most out of an activity session. The data-gathering features of the software enable the observer to focus on noting the learner's behavior and thinking-out-loud responses. Two adults from the instructional team can work together: one adult can encourage the learner and the other can note valuable data about behaviors without being noticed by the learner. Alternatively if a video or still camera is available, it may be directed at the learner and the computer monitor to discreetly record interactions and other behaviors while one adult coaches. During the sessions, the learner will be less conscious of her performance being recorded, making her responses more candid. Over time, the collected data will provide evidence that the instructional team needs to build a complete picture of the learner's skill achievement.



Example screen shot from Stage Four: Create Patterns

3. Stages provides learners with the opportunity for increased independence.

The feedback in Stages activities is encouraging and rewarding, providing a relaxed setting for exploring topics and demonstrating skills with minimal supervision. Many Stages activities include accessible choice-making opportunities. Functional skills activities include real-life community settings.

4. Stages assists the learner's IEP team with selecting assistive technology and assessment tools..

An objective of Stages software is to provide several options for input methods and other settings so that the learner's instructor, parents, and others in the IEP team can determine his ideal learning and communication environment. Different devices, auditory feedback, speeds and prompts are among the variables.

SUMMARY

Stages augments the Louisiana assessment cycle. The Stages software is a comprehensive benchmark tool to assist the instructional team in collecting valuable information on learner skill achievement, determine assessment strategy, and discover the learner's abilities and thinking approach.

How Stages Correlates with Louisiana State Standards for Curriculum Development¹

English Language Arts Grades K-4 Standards and Benchmarks

STANDARD ONE: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

What students know and are able to do includes:

ELA-1-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages

ELA-1-E6 interpreting texts to generate connections to real-life situations

ELA-1-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving).

Related Stages Assessment Activities:

All Stages: *Preferences:* Prompt Type settings

Stage Five: *Problem Solving:* Number Guess, Mystery Shape, Mystery Person

Stage Six: *Stories:* Cody, Mitchell, Meg, Adam, Ryan

- In every Stage, the instructor can set prompts to display as text only (Visual), play voiceovers only (Auditory), or combined text with voiceovers (Multisensory).
- The learner must follow on-screen clues to solve problems using deductive reasoning in Stage Five.
- Stage Six *Stories* are short illustrated passages about real people. The stories are presented as text, auditory narration, or both.

STANDARD TWO: Students write competently for a variety of purposes and audiences.

What students know and are able to do includes:

ELA-2-E6 writing as a response to texts and life experiences (e.g., journals, letters, lists)

Related Stages Assessment Activities:

Stage Seven: *Making Stories*

- Stage Seven *Making Stories* gives the learner an opportunity to write about personal experiences using accessible on-screen keyboard, alternate keyboard, or regular keyboard. For a writing prompt, the learner can use photographs provided by the activity or import a custom photograph or picture.

¹ Information from Louisiana English Language Arts Content Standards and Mathematics Framework (State Standards for Curriculum Development), May 22, 1997 (Accessed April 17, 2002).

Sources: <http://www.lcet.doe.state.la.us/doe/Assessment/standards/ENGLISH.DOC> and

<http://www.lcet.doe.state.la.us/doe/Assessment/standards/MATH.DOC>

STANDARD THREE: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

What students know and are able to do includes:

ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments

ELA-3-E3 demonstrating standard English structure and usage

ELA-3-E4 using knowledge of the parts of speech to make choices for writing

ELA-3-E5 spelling accurately [using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary]

Related Stages Assessment Activities:

Stage Seven: Making Sentences: Building Sentences, Spelling and Grammar, Writing Sentences

- The Stage Seven *Building Sentences* activity provides word walls of three levels of difficulty so that the learner need not use a keyboard to demonstrate the ability to compose sentences.
- Stage Seven *Spelling and Grammar* activities include capitalization and a customization option that can be used to assess learner progress in punctuation skills.
- *Writing Sentences* give the learner an opportunity to demonstrate ability to compose a sentence independently, with or without the accessible onscreen keyboard option.

STANDARD FOUR: Students demonstrate competence in speaking and listening as tools for learning and communicating.

What students know and are able to do includes:

ELA-4-E2 [giving and] following directions/procedures

Related Stages Assessment Activities:

Stage Five: Math: Word Problems Explore, Explore Charts and Graphs, Explore Geometry

Problem Solving: Number Guess, Mystery Shape, Mystery Person

- Learners in Stage Five listen and/or read for instructions and clues to learn how to solve problems.

STANDARD FIVE: Students locate, select, and synthesize information from a variety of texts, media, reference, and technological sources to acquire and communicate knowledge.

What students know and are able to do includes:

ELA-5-E1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., [parts of a text,] alphabetizing, [captions,] legends, [pull-down menus, key word searches, icons, passwords, entry menu features])

ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps)

Related Stages Assessment Activities:

Stage Five: Reading: Letters (Alphabetize)

Math: Charts and Graphs

- In order to prepare to use glossaries and dictionaries, the learner can demonstrate alphabetizing skills in *Letters*.
- The learner consults the graphical labels for information necessary to make conclusions in Stage Five *Charts and Graphs*. This activity asks learners to interpret chart data that involves common items such as animals and money.

STANDARD SEVEN: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

What students know and are able to do includes:

ELA-7-E2 problem solving by using reasoning skills, [life experiences,] and available information

Related Stages Assessment Activities:

Stage Five: *Problem Solving:* Number Guess, Mystery Shape, Mystery Person, Tic-Tac-Toe

- These activities give the learner an opportunity to demonstrate skills in problem solving based on text information. *Tic-Tac-Toe* is an accessible version of the simple strategy game. The *Number Guess* game in Stage Five involves narrowing number choices based on feedback saying, "That number is too high (or low)."

Mathematics Grades K-4 Standards and Benchmarks

NUMBER RELATIONS

Students use estimation, mental arithmetic, number lines, graphs, appropriate models, manipulatives, calculators, and computers as they investigate problems involving whole numbers.

What students know and are able to do includes:

N-1-E constructing number meaning and demonstrating that a number can be expressed in many different forms

N-3-E reading, writing, representing, comparing, ordering, and using whole numbers in a variety of forms

Related Stages Assessment Activities:

Stage Four: Math Readiness: Number ID, Counting

Stage Six: Explore and Assess: Telling Time, Money Equivalents, Counting Money

- The learner identifies numbers corresponding to number words in Stage Four *Number ID. Counting* includes a number line and groups of objects on the screen.
- Money and time are two more ways that the learner works with numbers in Stage Six activities.

N-4-E demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply, and divide) and their relationships to each other

N-5-E selecting appropriate operations(s) (add, subtract, multiply, and divide) for a given situation

N-6-E applying a knowledge of basic math facts and arithmetic operations to real-life situations

Related Stages Assessment Activities:

Stage Five: Math: Math Facts (+, -, x, ÷), Word Problems (+, -, x, ÷)

- Stage Five Math activities assess the learner's progress in the four basic operations. *Word Problems* includes real-life problems with and without graphical aids.

MEASUREMENT

Students use number sense, estimation, appropriate manipulatives, tools, and technology as they investigate problems involving measurement.

What students know and are able to do includes:

M-1-E applying the concepts of length, area, volume, [capacity, weight, mass,] time, money, and [temperature] to real-world experiences

Related Stages Assessment Activities:

Stage Five: Math: Geometry

Stage Six: Explore and Assess: Telling Time, Money Equivalents, Counting Money

- Stage Five *Geometry* presents the learner with volume, perimeter, and area word problems.
- In Stage Six, money and time questions are tied in with real-life scenarios.

GEOMETRY

Students use number sense, estimation, models, drawings, manipulatives, and technology as they investigate problems involving geometric concepts.

What students know and are able to do includes:

G-1-E determining the relationships among shapes

G-2-E identifying, [describing,] comparing, [constructing,] and classifying two-dimensional [and three-dimensional] geometric shapes using a variety of materials

Related Stages Assessment Activities:

Stage Four: Shape ID

Stage Five: Problem Solving: Mystery Shape

- Shapes are presented in isolation and in scenes for the learner to identify in Stage Four.
- Learners use their knowledge of shapes in Stage Five to find a mystery shape using clues.

DATA ANALYSIS, PROBABILITY, AND DISCRETE MATH

Students use collection and organizational techniques, number sense, estimation, manipulatives, and technology as they investigate problems involving data.

What students know and are able to do includes:

D-2-E constructing, reading, and interpreting data in charts, graphs, tables, etc

D-4-E exploring, formulating, and solving sequence-of-pattern problems involving selection and arrangement of objects/numerals

Related Stages Assessment Activities:

Stage Four: Math Readiness: Explore Patterns, Continue/Fill-In Patterns, Create Patterns

Stage Five: Math: Charts and Graphs

- *Math Readiness* activities in Stage Four introduce the learner to patterns using shapes, color, and sound, have them continue patterns, and allow them to generate their own patterns.
- The *Charts and Graphs* activity in Stage Five introduces the learner to graphical data representation and interpretation using familiar scenarios such as a survey about favorite ice cream flavors.